

Exploring attitudes of black educators towards corporal punishment and alternative methods of punishment in UThungulu District.

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DECLARATION OF ORIGINALITY

I, Celiwe Cheryl Wendy Khanyile hereby declare that this dissertation, entitled: "Exploring Attitudes of Black educators towards corporal punishment and alternative methods of punishment in UThungulu District is my work and that all sources I have used or quoted have been indicated and acknowledged by means of complete referencing.

Signed: _____

DEDICATION

This dissertation is dedicated to my parents Timothy Mzwakhe Zulu and my late mother Nomakhosi Vistel (MaMbhele) Zulu for teaching me the value of rewarding hard work, and for their loving upbringing.

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ABSTRACT

The Bill of Rights (Chapter 2) in the constitution of the Republic of South Africa, Act No 108 of 1996, enshrines the rights of everyone to be free from all forms of violence, not to be treated or punished in a cruel, inhuman and degrading manner.

In 1996 corporal punishment was banned in South African schools. According to the South African Schools Act No 840 (1996), it is the responsibility of the School Governing Body to involve all the stakeholders at the school to design and adopt a code of conduct (Department of Education, 2000).

The school will then provide alternative methods of corporal punishment and promote discipline without using punishment on learners.

This study aimed to explore attitudes of black educators towards corporal punishment and alternative methods of punishment in UThungulu District KwaZulu-Natal, South Africa. This study has revealed that most educators, especially young educators, have positive attitudes towards the alternatives to corporal punishment. Some educators feel that corporal punishment still has a place in society.

The findings also revealed that corporal punishment is still used by educators despite the legal ban. Indeed the escalation of learner indiscipline cases in South African schools suggests failures by educators to institute adequate alternative disciplinary measures after corporal punishment was banned in South Africa (Maphosa & Shumba, 2010). Educators feel disempowered in their abilities to institute discipline in schools in the absence of corporal punishment. They view alternatives as ineffective and time consuming.

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CHAPTER 1:

INTRODUCTION AND BACKGROUND

1.1 Introduction

The most difficult aspect of the relationship between the youth and the older members of the community is the question of discipline and authority. In 1994 South Africa became independent. The South African school system was transformed. The country became independent. The independent has brought with it emphasis in respect of the rights of children.

There is at present a crisis faced by some educators who do not seem to be aware that using corporal punishment is against the law. Educators practicing this act may face dismissal. With the ushering of the new dispensation, South Africa is compelled to pass laws and take social, educational and administrative measures to protect the child. In 1976 the youth fought a battle against apartheid state. They wanted to have a decisive role in the running of the affairs that affected them. Their rights were heard and their status changed. The status of the educators changed too.

Mkhize (2007) asserts that the issue of the banning of corporal punishment in schools is to be placed within the specific socio-political and discursive context that prevailed in South Africa during the apartheid era. This author further argues that during the apartheid era educational practice and management were modeled after tradition and the hierarchical mode of social organization in which differential power relations between learners and educators in particular were at play. He notes that during these years of the struggle for political emancipation a new critical consciousness on the part

of the youth emerged which was largely generated by the thrust towards liberation in South Africa.

Additionally, this new critical consciousness required some kind of redefinition of the learning process as established by tradition and policy considerations. Commenting on the successes of the youth towards affirming subject position that bestows upon them human dignity Nkomo (quoted in Mkhize 2007, p16) had the following to say: One of the main achievements of the Disciplinary Committee (and the SRC) has been the winning of the right to no corporal punishment.

The use of the cane and other punitive objects to mete out corporal punishment is very widespread in South African schools. The youth reject corporal punishment, and see it as an extension of the repressive state apparatus. After 1994 corporal punishment was outlawed in South African schools. With the banning of corporal punishment, lack of discipline and its accompanying disrespectful behaviour on the part of the learners assumed unbearable proportions for the educators.

Faced with this new reality, educators had to come up with alternative measures to instill discipline and respectful behaviour in the learners. Notably, ever since the banning of corporal punishment in schools, ill-discipline has been escalating.

Notably, therefore, the predicament currently facing educators in South African schools derives its origins from the new critical consciousness on the part of the learners informed by the prevailing political climate characterized by democratic structures. Hence, it is ill-conceived of educators to ignore the new reality that has dawned in post-apartheid South Africa within which the system of people's education has become a

decisive element in a society in which the people govern and given the fact that the new critical consciousness referred to above was politically informed, attempts towards forging cooperation and reciprocal relations between learners and educators must of necessity be politically orientated as well (cf. Mkhize 2007).

Educators can not ignore the new laws that were introduced in 1994, within which the system of people's education has become a decisive element in the society. The new Government felt that it was necessary that there should be co operation between educators and learners.

1.2 Motivation for the study

South African society has undergone major social, economic and political changes over the past years. One of the changes in the education sector has been the banning of corporal punishment in all schools under the South African Schools Act (Department of Education, 2001).

Section 12 of the South African Constitution Act 108 of 1996 states that "everyone has the right not to be treated or punished in a cruel, inhuman or degrading way." In line with the Constitution, the National Education Policy Act of 1996 states that no person shall "administer corporal punishment or subject a student to psychological or physical abuse in any educational institution." Schools have to come up with functional alternative measures in order to deal with ill-discipline.

This shows the dilemma which schools are facing in trying to respect children's rights whilst at the same time finding adequate and meaningful measures to deal with learner ill-discipline without infringing on learners' rights (Chisholm, 2007). Notably, learner ill-discipline is on the rise. A number of cases have been reported where learners have assaulted and murdered other learners.

Educators have also been victims of these incidents. In 2009 a female educator at Thornwood Secondary was stabbed to death by a learner in a classroom. Educators feel disempowered in their ability to institute discipline in schools in the absence of corporal punishment. Learners do not respect educators because they know that they will not be punished. Although alternative disciplinary measures are available such as detention and have been tried and tested, it is reported that they are ineffective and that they are time consuming. The issue of the banning of corporal punishment in South African schools is to be placed within the specific socio-political and discursive context that prevailed in South Africa during the apartheid era. During the 1970's when resistance to apartheid swelled, student organizations began to demand an end to the abuse in the classroom and in the 1980's learners, educators and parents formed "education without fear" to campaign against the whipping of learners (Porteus, Vally, & Ruth, 1999, p9). Although some people accept that corporal punishment has no place in our society, others still believe that "to spare the rod is to spoil the child" (Department of Education, 2001).

In 2000 the Constitutional Court ruled against corporal punishment as being anti constitutional and a violation of basic human rights. In its judgment, it stated that “the prohibition of corporal punishment is part and parcel of a national programme to transform the education system and to bring it into line with the letter and spirit of the Constitution” (Department of Education, 2001, p.7).

The creation of uniform norms and standards for all schools, whether public or independent, is crucial for educational development. A coherent and principled system of discipline is integral to such development (Department of Education, 2001, p.6). Research shows that corporal punishment does not achieve the desired end- a culture of learning and discipline in the classroom. Instead, “violence begets violence” (Department of Education, 2001, p.7). Learners exposed to violence in their homes and at school tend to use violence to solve problems both as learners and adults. The removal of corporal punishment in schools is a necessary step towards the development of the culture of human rights in our country.

Eron (1996) maintains that corporal punishment is ineffective as a means to control behaviour and more often than not it has serious psychological and physical consequences. In 2004, for instance, the use of corporal punishment led to the death of a high school learner who was punished by the principal in one of the schools in Mpumalanga Township.

Eron (1996) has found that there is still a large amount of violence depicted on television and that this is doing great psychological harm to learners. Eron maintains that President Bill Clinton of the United States of America lists television violence as one

of the first seven areas that demand attention. He further states that learners that are severely punished at home become aggressive at school, that is, the more parents punish learners the more aggressive learners become. He also argues that once aggressive habits have been learned they are difficult to unlearn. Research that has been published with regards to the effects of corporal punishment indicates that although the practice is widespread in the United States, it is not an effective means of discipline and has many harmful effects on its recipient both physical and psychological.

1.3 Statement of the problem

The issue of controlling inappropriate behaviour by learners is a serious one. Educators' lessons may be disrupted because they cannot remove learners from the school premises when they have displayed an unacceptable behaviour. Educators are forced to ignore disruptive behaviour in the class and carry on with their lessons. Dubanosk, Indaba and Gerkewicz (1983) argue that parents who endorse the use of corporal punishment in schools are those who use physical punishment in their home. Catron and Masters (1993) suggest that not having actual experience in controlling a child's behaviour overtime may lead to idealistic values about refraining from the use of corporal punishment by non parents or alternatively could exaggerate the importance of obedience to authority without regards to the type of violation committed.

The research questions that the study attempted to answer are as follows:

1.3.1 What are educators' attitudes towards alternative ways to corporal punishment?

1.4 Objective of the study

The objective of the study was:

1.4.1 To establish educators' attitudes towards corporal punishment

1.5 Definition of key concepts

1.5.1 Attitudes

Attitude may be defined as an expression of favour towards a person, place, thing or event. In this study the term 'attitude' refers to the educators' way of thinking and to their degree of acceptance of corporal punishment. It is an expression of favour towards a person, place, thing, or event.

1.5.2 Educator

An educator refers to any person who teaches, educates or trains other persons or provides professional educational help and educational psychological services at any public school, further education and training institution and who is appointed in a post on any educator establishment under the employment of educators Act, Act No 27, 1996 (ELRC, 1999:12). In this study, the term "educator" refers to educators who teach from grade R to grade 12 in schools registered with the Department of Education.

1.5.3 Corporal punishment

Soneson (2005:6) defines corporal punishment as "hitting the child with the hand or with an object (such as a cane, belt, etc.; kicking, or throwing the child, forcing a child to a

stay in an uncomfortable or undignified position. In this study the concept refers to physical punishment, especially by hitting.

Corporal punishment may be defined as any deliberate act that inflicts pain or physical discomfort to punish or contain him/her. Asmal (2000, p6) defines corporal punishment as any deliberate act on a child that inflicts pain or physical discomfort to punish or contain him or her. In this study corporal punishment refers to a form of punishment used by an educator to punish a learner, this includes a stick, a ruler and a duster.

1.5.4 Alternative methods of punishment

Alternative methods of punishment may be defined as other forms of punishment that may be used by educators instead of corporal punishment, namely giving a learner extra work, sweeping the floor, cleaning premises etc.

1.6 Research Methodology

1.6.1 Research design

The research took the form of a quantitative study in which educators' attitudes towards corporal punishment in Umfolozi Circuit in UThungulu District of Zululand were investigated. A likert type scale was used. It was a standardized one used by other researchers.

1.6.2 Sampling design

This study on educators' attitudes towards corporal punishment was conducted in the Umfolozi Circuit at the UThungulu District. The attitude scale was administered to all the respondents in schools to determine their attitudes towards corporal punishment.

The sample for the study was obtained from the educators of the UThungulu District in one of the five circuits, namely, Umfolozi. The district is made up of five circuits, namely, Mthonjaneni, Umfolozi, Nkandla, Mlalazi and Mhlathuze. The sample comprised of twenty 20 schools from the Lower Umfolozi Circuit. Five (5) educators were randomly drawn from each school making up a total of and a group of 100 educators. Only 62 respondents participated in the study.

Random selection was used to select sample schools in the district. This is further discussed in Chapter 3 under sampling procedures. From each school the researcher sampled educators. The educators in the sample were drawn from different age groups, qualifications, rank, classification of the school and location. For purposes of an inclusive representation both male and female educators and varying teaching experiences were included in the sample.

1.6.3 Data collection instrument

A Likert type attitude scale was used. The questionnaire consisted of 30 close ended items, and participants had to respond to each of the items by rating a five-point scale that ranged from *Strongly agrees* to *Strongly disagree* with *Unsure* as the central choice.

1.6.4 Method of scoring

In this study, the respondents were required to respond with the letter which best describes their attitudes towards corporal punishment. The response indicated the participant's level of agreement with each statement on a five point scale which was scored as follows:

Strongly agree (SA) =5; Agree (A) =4; Unsure (U) =3; Disagree (D) =2 and strongly Disagree (SD) =1.

1.6.5 Method of analysis

The quantitative methods were used to analyse data collected. The SPSS programme was used to compute the data in the study. Data collected from the educators was analysed and presented in chi square categories.

1.7 Summary

This chapter which introduced the topic of the study called, Exploring attitudes of black educators towards corporal punishment and alternative methods of corporal punishment in UThungulu District, presented the motivation for the study, the statement of the problem, aims of the study, definition of terms, research methodology and design sample. In Chapter Two I will discuss the literature review.

2.1 Introduction

In many countries world-wide, corporal punishment within the education environment has been one of the oldest methods used to control unwanted behaviour. In South Africa, in particular, the ushering of the new democratic dispensation brought the use of corporal punishment in schools under severe scrutiny. Notably, many countries have abolished the meting out of corporal punishment to learners on the premise that it is inhumane and serves no educational purpose. Learner ill-discipline in South African schools is on the increase and in some cases learners are alleged to have murdered others in the school premises (Harber, 2001; Zulu, Urbani, Van der Merwe & Van der Walt, 2004).

Numerous cases have been reported in schools and as a result of these cases the country as a whole is concerned about the safety of the learners in schools. Zulu et al. (2004) report cases of learner ill-discipline in high schools in KwaMashu in northern Durban. Significant numbers of cases of suspended learners have been reported also and the reasons for suspension include physical and verbal confrontations, theft, substance abuse and learners not accepting corporal punishment and assaulting educators (Aziza, 2001).

As a consequence, this learner ill-discipline has impacted negatively on teaching and learning in the schools (Zulu *et al.* 2004), cases of learners and educators being assaulted and killed have been reported by the media, Department of Education and South African Police. The magnitude of reported cases of learner ill--discipline warrants

the use of alternative methods of disciplining learners. The question still remains about the usefulness of such measures in curbing future occurrences of indiscipline or in helping the perpetrators.

The South African Constitution of 1996 protects human rights and children's rights. Section 12 (1) of the Constitution states that everyone has the right to freedom. No human being should be treated in a cruel, inhuman or degrading way (Republic of South African, Constitutions, 1996, p.7). Learner ill-discipline can be severe at times, and can result in learners being punished severely. As a result teaching and learning are affected.

2.2 History of corporal punishment

The history of corporal punishment is not clear, but this practice was present in classical civilizations used in African schools. The practice varied greatly, with scourging and beating with sticks being common. Corporal punishment was encouraged by the attitudes of the medieval church towards the human body, with flagellation being a common means of self-discipline. This had a major influence on the use of corporal punishment in schools as educational establishments were closely attached to the church during that period.

Roger Ascham, a writer on education complained of the arbitrary manner in which children were punished. John Locke's work was highly influential. He influenced legislators to ban corporal punishment from Poland's schools in 1783. During the 18 century the frequent use of corporal punishment was criticized. Inflicting pain on learners was seen as inefficient, influencing the subject merely for a short period of time

and effecting no permanent change in their behaviour. Critics believed that the purpose of punishment should be reformation, not retribution. The use of corporal punishment declined during the 20th Century.

2.2.1 History of corporal punishment in South Africa

Corporal punishment was used excessively in white single-sex boys and liberally in all other schools except in single-sex girls schools where its use was limited (Morrel, 1994). Bantu education was introduced in 1955, and it exposed black learners who had been outside the education system to school beatings. Psychologists argued that corporal punishment did a serious harm to learners, their self-esteem were lowered.

Educators responded by arguing that without it discipline could not be maintained. The ending of apartheid and the establishment of human rights in the 1990s laid the foundation for the ending of corporal punishment. Since 1996 newspapers reported that corporal punishment continues to be used in schools, sometimes resulting in hospitalization (Morrel, 2000). Few teachers have been charged. The education system has been reluctant to charge educators, and it was late in 2000 that the National Department of Education moved beyond public condemnation of teachers who continued to use corporal punishment to elaborate alternatives (Department of Education, 2000a).

Social commentators pointed out that corporal punishment was part of a wider web of violence that fuelled antagonisms and hatred (Kenway & Fitzelarence, 1997). Educators felt that without the use of corporal punishment, they would be unable to maintain discipline. Critics responded that corporal punishment seldom reformed wrong-doers

and had no educative potential. The ending of corporal punishment and the establishment of a human rights commission in the 1990s laid the foundation for the ending of corporal punishment. Taking a lead from legal precedents in the European Union (Pete, 1994; Maree, 1995; Parker-Jenkins, 1999), South Africa's law courts held corporal punishment to be an infringement of a person's human rights. Section 10 of the South African Schools Act (1996) reflected this finding by banning corporal punishment in schools.

Media and newspapers continue to report that corporal punishment continue to be used in schools, sometimes resulting in hospitalization. Few educators have been charged and prosecuted. In the late 2000 the national Department of Education moved beyond public condemnation of educators who continued to use corporal punishment to elaborate alternatives (Department of Education, 2000a). The transformation of the education system led to the abolishment of corporal punishment. Educators felt that corporal punishment was their only means of keeping order in class, and it was an effective method of punishing learners. It became difficult to the majority of educators to accept the new alternatives.

At the policy level, government attempted to fill the vacuum left by the banning of corporal punishment in two ways. The school code of conduct was introduced and parents were part of the affairs of the school. The new approach involved a different philosophy towards punishment – one that stressed consensus, non violence, negotiation and the development of school communities. School Governing Bodies were considered to be an important vehicle for the democratic transformation of schools.

School governing bodies are not involved in the day-to-day running of schools but they have a key role to play in policy including the development of the code of conduct (South African Journal of Education, 2001, 21 (4) 293).

2.2.2 Criticism of corporal punishment

The American Academy of Paediatrics recommends that parents be encouraged and assisted in the development of methods other than spanking for managing undesired behaviour. It is argued that the more children are spanked, the more anger they report as adults and the more likely they are to spank their own children, the more likely they are to approve of hitting a spouse, and the more marital conflict they experience as adults. Corporal punishment was linked with nine other negative outcomes, including increased rates of aggression, delinquency, mental health problems in relationship with their parents and the likelihood of being physically abused.

Opponents of corporal punishment claim that much child abuse begins with spanking and that parent accustomed to using punishment may find it all too easy, when frustrated, to step over the line into physical abuse. It is argued that frustrated parents turn to spanking when attempting to discipline their child and then get carried away. The American Academy of paediatrics policy statement states that: 'reliance on spanking as a discipline approach makes other discipline strategies less effective to use.' Thus this is an addiction – like effect: the more one spanks, the more one feels a need to spank, possibly escalating until the situation is out of control. Learners often feel that fighting is acceptable in schools. Educators should be good role models and not add to the violence. They can talk to the learners and not promote violence by punishing them.

2.2.3 Debate regarding the use of corporal punishment

In South Africa, before democracy, there was a debate about the use of corporal punishment. It was felt that it must be abolished. The constitutional status of corporal punishment was considered and changed in the landmark ruling by the constitutional court in the 1995 case of the State vs. Henry Williams and five others. The court held that the “deliberate infliction of physical pain on the person of the accused, offends society’s notions of decency and it a direct invasion of the right of every person has to human dignity” (De Kock, 1996, p.18). The ruling had major implications for educational debates on the issue. The poles of the argument are represented by the following two quotes: “Corporal punishment must be seen in a positive light seeing it helps the one being educated to realize his potentialities. The educator must accept that the child is born with a tendency to evil. Corporal punishment can help the child to learn the right way and fear that is necessary for the forming of a conscience” (JHB Potgieter, 1984), quoted in (Gluckman, 1985:10). Holdstock (1990), on the other hand, claimed that “hitting someone else, especially someone younger, smaller, and utterly defenseless, constitutes a violent act.

This is true even in those instances where people claim that they cane ‘in love’. (Holdstock, 1990:342). The rulings of law courts have not ended debates about corporal punishment nor its practice. One of the reasons is that despite legal clarity about what constitutes corporal punishment, educators, parents and lay people in general and even the government officials do not necessarily have the same understanding, for instance when the Durban child protection unit investigates corporal punishment in schools, it

focuses on physical hurt (Natal Mercury, 11 November 1998). The legal issue of impairment of dignity is ignored. An additional complication is the motive for corporal punishment. When it is given in a situation of mutual trust it is regarded as acceptable.

Many educators do not agree that all beatings constitute corporal punishment and most do not believe that corporal punishment is undesirable (Deacon, Morrel & Prinsloo, 1999; Mkhize, 2000). Examining corporal punishment from an historical perspective does not simplify matters. It has not been experienced equally by all – race, gender and to a lesser extent class have all had an impact. Yet, for the most part, beatings have been stoically borne and tacitly accepted by students. Only in the 1970s and 1980s was this form of punishment widely challenged. In the national climate of opposition to apartheid punishment (De Villiers; 1990; SAIRR, 1981). A possible reason was the terror of humiliation – being made to look like a fool by being publicly scolded is in many contexts considered to be much worse than a beating. Boys have “a heightened sensitivity to shaming” (Gilbert & Gilbert, 1998).

Corporal punishment remains a disciplinary option for many educators. Part of the reason is that teachers feel helpless in the face of school violence (from within and outside the school). Martin Schonteich (1999). Educators are therefore often expected to act as law enforcers. They are expected to handle more teaching, more administration, larger classes as well as cope with factors beyond their control.

Pronouncements from government have not been unambiguous either. KwaZulu-Natal's former provincial minister of education, Eileen Nkosi-Shandu, for example, publicly called for the restoration of 'the old fashion culture' and the return of corporal

punishment (Sunday Tribune, 7 February 1999). Various newspaper quite frequently report and comment on corporal punishment as a legitimate response to rising levels of crime and a perceived lack of order in schools and society more generally (Natal Bureau, 1995).

2.2.4 Parents, schools and discipline

The democratic transformation of schooling has envisaged a key role for parents. The role of parents has been formalized via the introduction of School Governing Bodies. Arguments used to motivate this position have been drawn, in part from British debates where it was argued that “parents should be given a greater role in education to ensure that schools are more effective. They too, believe that parents will push for better standards for their children if they are more formally involved” (David, 1993:3). Parents in South Africa historically have been involved in school affairs. Their impact, particularly in white- middle-class schools, remains significant and is visible in the physical resources and academic output of these schools to this day. In South Africa parental involvement concerning corporal punishment has pursued two diametrically opposed goals.

In the 1980s a grouping of parents, educators and learners created an organization called education without fear, to campaign for the end of corporal punishment. In the late 1990s, now in a country where corporal punishment was illegal, some parents and educators have, through Christian Education South Africa, challenged the banning, claiming that their parental (and constitutional) right to give ‘*biblical correction*’ is being infringed (Pete & Du Plesis, 1999). The school governing bodies is expected to take the

initiative in formulating school policies such as language policy, admission policy, code of conduct for students,” and so on (Department of Education, Gauteng, 1999:14). Sometimes parents and educators don't see eye to eye. In the British context, for example, educators under pressure from a range of quarters sometimes have defended their professionalism “by erecting barriers between themselves and parents” (Todd and Higgins, 1998:235). A study of Scottish schools found that most educators felt that disruptive behaviour in schools originated in the home, and therefore was not within their power to control (Maxwell, 1987).

In South Africa there are indications of similar difficulties. In an exchange of reader viewpoints in *The Teacher* in November 1998 a writer offered the following opinion. The question that his letter raises is what are parents doing to discipline their children? There was a time when the teacher could act in place of the parent in order to provide moral and intellectual guidance to pupils. Not anymore. It seems that some of our parents need disciplining themselves. Apart from taking firm action against errant and unproductive educators, the state must take action against parents who do not monitor the school attendance of their children (*The Teacher, November 1998*).

Many parents in African culture still believe that corporal punishment is the only way to ‘*keep discipline*’ in the home. In South Africa evidence suggests that corporal punishment is also widely used by parents (Holdstock, 1990). Corporal punishment is common in many families where it is part of a complex where violence is often the ‘*first-line tactic*’ in resolving conflict (Wood & Jewkes, 2001). Most African parents themselves received strong corporal punishment as children from their own parents;

there is a tendency to continue to use corporal punishment as a method of controlling unwanted behavior.

2.3 Effects of corporal punishment

A great deal of research by researchers has been done on the efficacy and impact of corporal punishment. Some of the most important conclusions are that classrooms with the fewest behavioural problems over time are run by educators who are committed to non-violent and child centered approaches to classroom discipline (Kohn, 1996). One study on 'disruptive' learners in secondary schools turned out to be a study on 'disruptive' educators (Burke, cited in Kohn, 1996).

If corporal punishment '*works*' as a deterrent over time it should stop bad behaviour among '*difficult children*'. In fact, research shows that in schools that use corporal punishment, the same learners are being beaten for the same offences over and over again (Vally, 1996). Corporal punishment tends to develop aggressive hostility as opposed to self-discipline. For many children – boys, in particular – it can lead to feelings of revenge, antisocial aggressiveness, and increases in vandalism (Vally, 1996).

Even in short term, corporal punishment sends out a wrong message. It puts forward a model of violence, particularly the use of violence by those in positions of power and authority. Children learn that if you don't like the way someone is acting and you become frustrated with that person, some form of physical force is an effective response (Kohn, 1996). Corporal punishment works against the process of ethical development. It

teaches children not to engage in particular behaviour because they will be beaten. It does not teach them to consider the reasons and ethical decision-making process.

Children are taught to consider mechanically: 'What do they want me to do? 'What will happen to me if I don't do it?' The fatal flaw in this reasoning is that learners are discouraged from engaging in ill-disciplined behaviour not because they consider it wrong according to their sense of conscience, and because they can imagine how such actions will affect other people, but because they might get caught or are pressurized into particular actions. This undermines the development of self-discipline.

Corporal punishment, especially among young people who are its frequent targets, often does not deter ill-discipline. Children come to see it as an 'unfair' routine rather than a deterrent. Some learners come to 'brag' about it- wearing it as a badge of courage among peers. Learners generally focus on the beating, not the reasons behind the beating (Vally, 1996).

Corporal punishment undermines a caring alliance between educators and learners. Learners come to see a teacher as an 'enforcer of rules' or as the source of hurtful consequences. At best, such a teacher is seen as a 'police officer' or 'disciplinarian'. At worst, such educators are regarded with active hate and fear. Research shows that long-term solutions to behavioural problems are built on the basis of practical communication between educators and learners. Children who are facing other challenges at home or elsewhere in their lives may be particularly vulnerable. For many of these children, corporal punishment reduces their ability to concentrate, undermines

their self-esteem and self-confidence, and causes a general dislike or fear of schooling. (Vally, 1996).

In South Africa, corporal punishment is linked to truancy and dropping out of school (Vally, 1996). Corporal punishment most often masks the 'heart of the problem'. The large majority of behavioural problems in children are rooted in the practical problem faced by these learners. These are often problems relating to their life circumstances – learning difficulties, problems at home, victimization and trauma, and feelings of being misunderstood. There may be problems relating to the classroom – the relevance of the curriculum, boredom, the pace of teaching, other learners and the teaching method. By resorting to a behavioural 'quick fix', educators often miss the opportunity to uncover and address the 'heart' of the problem.

Using corporal punishment discourages the search for alternative means of discipline. It becomes a 'crutch' supporting other problems, including poor teaching methodology (Vally, 1996). A consistent pattern of physical abuse exists that generally starts as corporal punishment, and then gets out of control (Straus & Ordains, 1994). Adults who were hit as children are more likely to be depressed or violent themselves (Berkowitz, 1993; Strassberg, Dodge, Pettit, & Bates, 1994; Straus, 1994; Straus & Gelles, 1990; Straus & Kantor, 1992).

Corporal punishment increases the probability of children assaulting the parent in retaliation, especially as they grow older (Brezina, 1998). Corporal punishment adversely affects children's cognitive development. Children who are spanked perform

poorly on school tasks compared to other children (Straus & Mathur, 1995; Straus & Paschall, 1998).

2.4 The effects and effectiveness of corporal punishment

It is clear that corporal punishment is both ineffective and linked to negative outcomes. Corporal punishment is often used synonymously with spanking or paddling but more broadly defined. Shaw and Braden (1990) conclude that corporal punishment fails to suppress negative behaviour or teach pro-social behaviour, and that it legitimizes hitting as a problem-solving option. In many instances the learner who receives corporal punishment receives it repeatedly over time (Block, 1994), indicating its ineffectiveness as a punisher.

Research reveals that possible side effects of corporal punishment include running away or truancy (McCown, Driscoll, & Roop, 1996), fear of the teacher and/or school, high levels of anxiety (Biehler & Snowman, 1997), feelings of helplessness, humiliation, aggression and destruction at home and at school (Cryan, 1995). Bryan and Freed (1982) report that community college learners who received a high amount of corporal punishment reported lower grades and higher aggression, delinquency, depression and anxiety.

Corporal punishment has also been linked to substance abuse and criminality (Straus & Lauer, 1992), and low economic achievement (Straus & Gimpel, 1992). In a recent, widely publicized meta-analysis, Gershoff (2002) concludes that although corporal punishment is linked to immediate compliance, it is also related to lower levels of moral internalization and mental health. Some adults who were corporally punished as

children are more likely to be criminals, be violent with their sexual partner, and spank their own children.

2.5 Alternative methods of punishment

Educators manage learner behaviour in the classroom and school corridors with a variety of approaches intended to terminate disruptive and inappropriate learner behaviours. Educators routinely request that disruptive learners stop what they are doing and adopt more appropriate behaviours. However, management approaches also include more punitive interventions, including revoking privileges, assigning demerits, giving extra academic assignment, detention, ordering learners to sit or stand in isolation in the classroom, and refusing to acknowledge learners (Paulson, 1982; Moles, 1990 Hyman, 1995). Educators also use more hostile and confrontational interventions, such as sarcasm, ridicule, humiliation, and sometimes, racist or ethnically insensitive comments (Hyman, 1990).

Studies have consistently found that relying primarily on punitive rather than positive approaches in managing learners with behaviour problems and see negative approaches as effective (Brophy & McCaslin, 1992; Brophy, 1996; Furlong, Morrison, & Dear, as cited in Shafii & Shafii, 2001). Most learners have witnessed or been the object of some type of punitive verbal intervention by a teacher and also many learners are the object of hostile verbal interaction with a teacher (Hyman, 1995).

However, consistent with the findings regarding other disciplinary approaches, punitive behaviour management methods have been shown to be ineffective and in some cases harmful to learners subjected to them. Denigrating verbal reprimands, lecturing and

persistent nagging of learners about their behaviours may achieve “grudging compliance” in the short term (Bear, 1998) but fail to eliminate learner misbehaviour in the long term (Hyman, 1990). Learners with verbally hostile educators may be more likely to interact with peers in hostile ways (Hyman, 1995). These findings suggest that when educators' methods include hostility, shaming, or ridicule, they may also unwittingly harm learners who act out but who also remain vulnerable to harsh treatment.

2.6 Corporal punishment is still widely supported and used

South Africa has discouraged the use of corporal punishment, but educators are saying corporal punishment is a quick fix. It has no replacement. The American Academy of Paediatricians and the American Medical Association have discouraged the use of corporal punishment (Gursky, 1992). About half the states in the United States of America (USA) have prohibited corporal punishment in the classroom (Block, 1994; Hyman, 1993; Richardson, Wilcox, & Dunne, 1994). Among developed countries (e.g. all of Europe, Japan, China), only the United States and parts of Canada and Australia still allow corporal punishment. South Africa followed suit in 1996.

Many persons still favour the use of corporal punishment. Graziano and Namaste (1990) found that 83% of college students planned to spank their own future children. Some scholars have suggested that geographic region may be related to support for corporal punishment. Flynn (1994) found that spanking received the most approval in the South. Abrahamas, Casey, and Daro (1992) found that only 38% of teachers in the Southern United States found abolishing corporal punishment in the classroom to be of

above average importance, as compared with 68% of teachers in other regions of United States of America.

The utilization of corporal punishment by some of the countries especially in the south raises the question. Wiehe (1989) found that favourable spanking attitudes were related to biblical literalism. The Book of Proverbs is used as a basis for child-rearing in advertising not to “spare the rod” (Maurer & Wallerstein, 1987). Flynn (1994) found that conservative Protestants (e.g., Southern Baptists, Assemblies of God, etc.) were much more likely to favour spanking than those affiliated with other denominations. Medway and Smircic (1992) surveyed 221 South Carolina administrators have found that aggressive acts by students were rated appropriate for a psychologist’s intervention.

Many South African educators who were corporally punished by their parents and who had been punished in school are more likely to use corporal punishment on their learners (Dubanoski Inaba, Gerkewicz, 1983). Likewise Lee and Weis (1992) found that educators who had experienced restrictive results at home were more likely to select aversive interventions for their students. Graziano and Namaste (1990) reported that students who were not spanked as children were less inclined to utilize corporal punishment than those who were spanked.

2.7 Beliefs about corporal punishment can be changed

Richardson, Wilcox and Dunne (1994) reported that due to the recent formation of numerous organizations to abolish corporal punishment in schools, the number of paddlings (meaning hitting with a bat) has decreased markedly in the South. However, there has been no observed reduction regarding the number of paddlings that occur in

the home or decreased parental support for corporal punishment. Durrant (2000) recently concluded that youth involvement in theft; alcohol and substance abuse have decreased in Sweden since corporal punishment was banned. With roughly half the countries in the United States still permitting corporal punishment and two Supreme Court rulings favouring its use the likelihood that the United States will implement such legislation prohibiting corporal punishment appears remote.

The purpose of the present study was to evaluate an intervention designed to change persons' attitudes about the appropriateness of using corporal punishment. Although there are numerous studies that have demonstrated the negative effects of corporal punishment, to our knowledge only one has attempted to change the attitudes of persons who support it. Using a crossover design, Griffin, Robinson, and Carpenter (2000) had Southern college students write a two-page paper on either the pros and cons of corporal punishment or on effective classroom managers they had known. Students were to include at least five references to empirical research articles for each paper. After students turned in the first paper, they then wrote another two-page paper. After students turned in the first paper, they then wrote another two-page paper on the other topic.

All students answered five questions before writing the first paper, after turning in the first paper; I am in favour of using corporal punishment as a disciplinary method." The other four items that did not refer to corporal punishment were listed simply to help mask the purpose of the study. Griffin et al. (2000) found that students' attitudes towards corporal punishment decreased from pre-test to the first post-test.

Unfortunately, there was no difference in attitudes from pre-test to the first post-test, meaning that completing the corporal punishment assignment could not be linked to the change in attitudes.

2.8 Summary

Changing the approach toward discipline in the classroom is most rooted in the conviction of the educators to create this change. Educators face one of the most challenging and underappreciated professions. Building positive respect in the classroom depends to a great extent on the commitment to being a teacher. Porteus, et al (1998) reported that some educators who pride themselves on moving away from corporal punishment have replaced it with methods of humiliation, sarcasm and neglect. One educator made a sign that said, '*I am bad*' and forced a learner to wear the sign while he was within the school ground. This strategy is not an effective alternative to corporal punishment. Some children who have no sense of self-respect or self-esteem become violent, others become sad and withdrawn. Some learners drop out of school because of being humiliated by educators.

Many drop outs hate some of the educators because in some cases they are the cause of the drop outs. A study on out of age learners and out-of-school children provides strong evidence to suggest that learners can lose confidence in their own learning process through a process of humiliation and shame.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Introduction

In this chapter, the research design and methodology for the study are described. The title of the study is Exploring attitudes of black educators towards corporal punishment and alternative methods of punishment in UThungulu District, KwaZulu-Natal.

Research method is defined as the plan according to which data are to be collected to investigate the research hypothesis or question in the most economical manner (Huysamen, 2001). In this chapter, the methodology, sampling methods, data collection instrument, and research ethics will be discussed.

3.2 Research design

The research took the form of a cross sectional survey design in which educators' attitudes towards corporal punishment in Umfolozi Circuit in UThungulu District of Zululand were investigated. A Likert type attitude scale was administered to all the respondents in selected schools to determine the educators' attitudes towards corporal punishment.

3.2.1 Targeted population

The target population for the study was the educators at UThungulu District. They volunteered to be part of the study. They were asked not to write their names on the form. The views of the respondents were compared according to age, gender, teaching experience, qualifications and rank to determine if there is a relationship between

teaching experience and attitudes of educators towards alternative ways of corporal punishment.

3.2.2 Sampling method

The district has five circuits, namely, Umfolozi, Nkandla, Umlalazi, Umhlathuze and Mthonjaneni. A group of 100 educators from one circuit namely Umfolozi, was used for purposes of collecting data. UThungulu District is one of the 12 districts in Kwazulu Natal. The districts are further divided into circuits. UThungulu District has 680 schools. The sample comprised of 20 schools from Umfolozi circuit. From each school the researcher sampled 5 educators. The educators come from different age groups and have varying teaching experience. Both male and female educators were included in the sample. The research was conducted in primary and secondary schools. The years of experienced ranged from one year to thirty years of experience.

3.2.3 Data collection instrument

The participants completed the corporal punishment scale which consisted of 30 close ended items. These items were designed to measure favourable versus unfavourable educators towards the alternative ways to corporal punishment. All the items were written in a simple language suitable for the participants of varying educational backgrounds. The responses indicate the participants' level of agreement with each statement on a five point scale which was scored as follows: 5= (strongly agree); 4= (Agree); 3= (unsure); 2=(Disagree); 1=(Strongly disagree).

The scoring reversed was worded items. The total score for each person was obtained by adding up scores of individual items.

3.2.4 Ethical considerations

Ethics are the bases upon which the researcher ought to evaluate his/her conduct. The researcher is obliged to behave in a professional and responsible way. Ethics are usually determined to deal with beliefs concerning what is right or wrong, appropriate, or inappropriate, moral or amoral (McMillan & Schumacher, 1997). Letters were sent to principals of the selected schools, requesting permission to conduct the study at their schools, Participation was voluntary (Terre Blanche & Durrheim, 1999).

The aims and the rationale behind the research were explained verbally and in writing so that the participants could have a chance to make an informed decision on whether or not they wish to take part in the research. They were given a consent form to sign in order to show that they agreed to participate. The participants were not in any way coerced to participate in the study. They were made aware that they have the right to withdraw from the study at any point without having to specify any reasons for doing so.

Each participant was supplied with a questionnaire and an information sheet, which described the research goal of determining the educators' attitudes towards alternative ways of corporal punishment. The participants were informed that all the information provided would be treated with strict confidence, and that they did not have to write their names on the questionnaire. It was explained that their names and signatures would be

required on the consent form to show that they were not forced to participate but had agreed voluntarily. The participants were further informed that the consent forms and the questionnaires would not be linked in any way, and therefore, the responses they would give on the questionnaires would remain anonymous.

The study posed no foreseeable risks such as physical, psychological, or emotional harm to the participants. The participants did not have to pay, financially or in any other way for taking part in the study. It was explained that participation in the study will benefit the participants in that they would bring to the surface the challenges they encounter, which would be anonymously communicated by the researcher to the schools' management systems. This will be done in a form of a report, and it will then assist in the provision of special education support services, if necessary.

All the respondents were provided with an informed consent information sheet which gave them the opportunity to excuse themselves from participation before or at any point of the study. The data collected from the respondents was treated with confidentiality and the identity of the respondents was kept anonymous.

3.2.5 Data analysis

The data was analyzed using the Statistical Package for Social Sciences (SPSS), which yielded descriptive statistics (frequency of cases and responses in percentage) and Chi Square, which analyses frequency data where concern particular categories (gender, age, teaching experience, qualifications and rank).

3.3 Summary

This chapter showed how the process was undertaken and which instruments were employed in this research. In this chapter I described the research methodology, targeted population, sampling method, data collection instrument and data analysis used to conduct my study.

4.1 Introduction

In this chapter the data obtained from the fixed response questionnaire was analysed. From the quantitative analyses several categories were generated, namely participant's gender, age, academic qualification, professional qualification and teaching experience. In this chapter, tables describing each of the categories have been generated. The analyses, interpretations and the explanations of the data are given below each table.

4.2 Demographics

A sample of hundred educators was requested to complete a questionnaire. Of the 100 educators, a total of 62 educators responded to questionnaire and it was collected by the researcher. The questionnaires returned made about 62% of the planned sample. The breakdown of the study ample was as follows:

4.3 Participants' demographic information

Table 1: Frequency distribution table of male and female respondents' attitudes towards alternative means of punishment

Gender	Number	Percentage
Male	11	17.7%
Female	51	82.3%
Total	N=62	100%

The number of respondents who participated in this study was sixty two (62). Fifty one (51) of the respondents (82, 3 %) was female and eleven (11) of the respondents were male respondents (17.7%). This means that the number of females was higher than their male counterparts. As the study was voluntary, it seems that females were keener to participate in the study than males.

Table 2: Frequency distribution table of respondents' age about attitudes towards alternative means of punishment

Age

AGE	NUMBER	PERCENTAGE
21-30	3	4.8%
31-40	30	48.4%
41-50	25	40.3%
51-60	4	6.5%
TOTAL	N=62	100%

The sampled respondents were divided into four age categories: namely 21-30; 31-40; 41-50; and 51-60. There were only three respondents in the first category. Only 4, 8% of the respondents participated. In the second category there were thirty (30) respondents. About 48.4% of the respondents participated. They were the majority of the respondents. In the third category of between 41-50 years of age, 40.3 % of the respondents participated. Twenty five (25) of the respondents participated. In the fourth category of between 51-60 years of age, 6.5% of the respondents participated. Four (4) respondents were between 51-60 years of age. As the study was voluntary, it seems that respondents between 30 and 50 years of age were keener to participate in the study than other age groups.

Table 3: Frequency distribution table of academic qualification of respondents' attitudes towards alternative means of punishment

QUALIFICATION	NUMBER	PERCENTAGE
B.A	15	24.2
B.A. HONS	4	6.5%
B. Ed	34	54.8%
M Ed	3	4.8%
NONE	6	9.7%

The sampled respondents were divided into five categories namely: B.A.; B.A. Hons; B Ed; M Ed; and none. There were fifteen (15) respondents in the first category. 24.2% of the respondents had B.A. degree. In the second category four (4) respondents had B.A. Hons degree. They were 6.5%. In the third category thirty four (34) respondents had B Ed degree; they were 54.8%. In the fourth category three (3) respondents had M Ed degree, which is 4.8%. In the fifth category Six (6) respondents which are 9.7% had no qualification.

Table 4: Frequency distribution table of Professional Qualification of respondents' attitudes towards alternative means of punishment

Professional Level

Professional Qualification	Number	Percentage
HDE	5	8.1%
FDE	7	11.3%
ABET	2	3.2%
SPTD	30	48.4%
ACE	13	21.0%
JPTD	2	3.2%
NONE	3	4.8%
TOTAL	N=60	100%

The sampled respondents were divided into seven categories namely: HDE; FDE; ABET; JPTD; SPTD; ACE; no qualification. In the first category five (5) respondents had HDE, which was 8.1%. In the second category seven (7) respondents had FDE, which was 11.3%. In the third category two (2) respondents had ABET, which was 3.2%. In the fourth category two (2) respondents had JPTD, which was 3.2%. In the fifth category thirty (30) respondents had SPTD, which was 48.4%. The majority of the respondents had SPTD. In the sixth category thirteen (13) respondents had ACE, which was 21%. In

the last category three (3) respondents had no professional qualification. This was 4.8%.

Table 5: Frequency distribution table of teaching experience of respondents' attitudes towards alternative means of punishment

Years of experience

YEARS OF EXPERIENCE	NUMBER	PERCENTAGE
1-7	13	21%
8-15	22	35.5%
16-21	20	32.3%
22-30	7	11.3%
TOTAL	62	100%

The sampled respondents were divided into four categories namely: 1-7; 8-15; 16-21; and 22-30. In the first category thirteen (13) respondents had between 1-7 years of experience. 21.0% fell in the first category. In the second category twenty (20) respondents had between 8-15 years experience. They were 35.5%. In the third category, twenty (20) respondents had 16-21 years of experience. They were 32.3%. In the fourth category seven (7) respondents had between 22-30 years of experience. They were 11.3%. The majority of the respondents fell between category two and three. They were supporting alternative ways to corporal punishment. As the study was voluntary, it seems that respondents with 8-15 years experience were keener to participate in the study than other categories.

Table 6: Frequency distribution table of classification of the school of the respondents' attitudes towards alternative means of punishment

SCHOOL	NUMBER	PERCENTAGE
No response	3	4.8%
Primary	48	77.4%
Secondary	11	17.7%
Total	62	100%

The sampled respondents were divided into three categories namely: no response; primary and secondary. There were only three (3) respondents in the first category. About 4.8% of the respondents did not respond whether they were at a primary school or a secondary school. In the second category forty eight (48) respondents were teaching at a primary school. There were 77.4% primary school educators who were keen to participate in the study than secondary school educators. In the third category eleven (11) respondents were teaching at a secondary school. 17.7% secondary school educators participated in the study.

Table 7: Frequency distribution table of the post level of respondents' attitudes towards alternative means of punishment

POST LEVEL	NUMBER	PERCENTAGE
No response	1	1.6%
Principal	12	19.4%
Deputy Principal	5	8.1%
HOD	9	14.5%
Educator	35	56.5%
Total	62	100%

The sampled respondents were divided into five categories namely: no response; Principal; Deputy Principal; HOD; Educator. Only one respondent did not respond. In the second category, twelve (12) respondents 19.4% were principals. In the third category, five (5) respondents (8.1%) were deputy principals. The fourth category of the respondents (14.5%) was the HODs. Nine (9) responded. The fifth category was the educator. Thirty five (35) of the respondents (56.5%) were educators. As the study was voluntary, it seems that educators were keener to participate in the study than other categories.

Table 8: Frequency distribution table of the area where the school is situated the respondents' attitudes towards alternative means of punishment.

Type of School	Number	Percentage
Semi urban	28	45.2%
Rural Area	34	54.8%
Total	62	100%

The sampled respondents were divided into two categories namely: semi-urban area and rural area. Twenty eight (28) of the respondents (45.2%) were from semi-urban area. Thirty four (34) of the respondents (54.8%) were from rural areas. As the study was voluntary, it seems that respondents from rural area were keener to participate in the study than respondents from semi-urban areas.

Table 9: Frequency distribution table of respondents' attitudes towards alternative means of punishment

Attitude

Attitude	Number	Percentage
Uncertain	3	4.8%
Positive	31	50%
Negative	28	45.2%
Total	62	100%

The sampled respondents were divided into three attitude categories namely: Uncertain; positive and negative. In the first category, three (3) respondents were uncertain about alternatives of corporal punishment. In the second category, thirty one (31) were positive about alternative ways of corporal punishment. This was 50% of the respondents. In the third category, twenty eight (28) were negative about alternative ways of corporal punishment. This was 45.2%.

Table 10: Frequency distribution table of female and male respondents' attitudes towards alternative means of punishment

Gender of respondent	Attitude			
	Uncertain	Positive	Negative	Total
Male	1	7	3	11
Female	2	24	25	51
Total	3	31	28	62

The sampled respondents were divided into two gender attitude categories namely: male and female. In the first category one (1) male respondent was uncertain about the attitudes of corporal punishment. Seven (7) male respondents had a positive attitude about alternative ways of corporal punishment. Three (3) respondents had a negative attitude about alternative ways of corporal punishment. A total of eleven (11) were male respondents. In the second category three (3) female respondents were uncertain about the attitudes of corporal punishment. Twenty four (24) female respondents had a positive attitude about alternative ways of corporal punishment. Twenty five (25) male respondents had a negative attitude about alternative ways to corporal punishment. A total of fifty one (51) were female respondents. As the study was voluntary, it seems that females were keen to participate in the study than males.

Table 11: Frequency distribution table of academic qualification of respondents' attitudes towards alternative means of punishment

Age	Attitude			
	Uncertain	Positive	Negative	Total
B.A	1	6	8	15
B.A Hons	0	3	1	4
B Ed	1	15	16	34

The sampled respondents were divided into five categories namely: B.A.; B.A. Hons; M Ed; None. One (1) B.A. respondent was uncertain about the attitudes of corporal punishment. Six (6) respondents were positive about alternative ways of corporal punishment. Eight (8) respondents were negative about alternative ways of corporal punishment. One (1) B Ed respondent was uncertain about alternatives of corporal punishment. As the study was voluntary, it seems that respondent with B Ed qualification were keener to participate in the study.

Table 12: Frequency distribution table of professional qualification of respondent's attitudes towards alternative means of punishment

Professional Qualification	Attitude			
	Uncertain	Positive	Negative	Total
HDE	0	1	4	5
FDE	1	3	3	7
ABET	0	1	1	2
SPTD	0	0	2	2
ACE	0	5	8	13
NONE	1	1	1	3
TOTAL	3	31	28	62

The sampled respondents were divided into seven categories namely: HED, FDE, ABET, JPTD, SPTD, ACE, and none. There was no respondent in the first category. One (1) respondent was positive about alternatives ways of corporal punishment. Four (4) respondents were negative about alternative ways of corporal punishment. In the fifth category one (1) respondent was uncertain about alternative ways of corporal punishment. Twenty (20) respondents were positive about alternative ways of corporal punishment. Nine (9) respondents were negative about alternative ways of corporal

punishment. As the study was voluntary, it seems that respondents with SPTD professional qualification were keener to participate than other respondents.

Table 13: Frequency distribution table of the total number of years in the teaching profession of the respondents' attitudes towards alternative means of punishment

Total number of years in the teaching profession	Attitude			
	Uncertain	Positive	Negative	Total
1-7	1	5	7	13
8-15	1	10	11	22
16-21	1	13	6	20

The sampled respondents were divided into four categories namely; 1-7; 8-15; 16-21; 22-30. There was only one (1) respondent in the first category that was uncertain about alternative ways of corporal punishment. Five (5) respondents were positive about alternative ways of corporal punishment. Seven (7) respondents were negative about alternative ways of corporal punishment. In the third category thirteen (13) respondents had a positive attitude about alternative ways of corporal punishment. Six (6) respondents were negative about alternative ways of corporal punishment. A total of thirty one (31) respondents were positive about alternative ways of corporal

punishment. As the study was voluntary, it seems that respondents with a positive attitude about alternative ways of corporal punishment were keener to participate.

Table 14: Frequency distribution table the classification of schools respondent's attitudes towards alternative means of corporal punishment

Classification of respondent's school	Attitude			
	Uncertain	Positive	Negative	Total
No respondent	1	2	0	3
Primary	0	24	24	48
Secondary	2	5	4	11
Total	3	31	28	62

The sampled respondents were divided into three categories namely: no respondent about the attitudes; primary school; secondary school. There was one (1) respondent that was uncertain about alternative ways of corporal punishment. Two (2) respondents were positive about alternative ways of corporal punishment. Twenty four (24) respondents from the primary school had a positive attitude about alternative ways of corporal punishment and twenty four (24) respondents were negative about alternative ways of corporal punishment. As the study was voluntary, it seems that primary school educators were keener to participate in the study than secondary school educators.

Table 15: Frequency distribution table of the post level of the respondents' attitudes towards corporal punishment

Post level	Attitude			
	Uncertain	Positive	Negative	Total
No responded	0	0	1	1
Principal	1	5	6	12
Deputy Principal	0	1	4	5
HOD	0	6	3	9
Educator	2	19	14	35
Total	3	31	28	62

The sampled respondents were divided into five post level categories namely: no response; Principal; Deputy Principal; HOD and Educator. In the first category there was no respondent that was neither uncertain nor positive about alternative ways of corporal punishment. Only one (1) respondent was negative about alternative ways of corporal punishment. In the second category one (1) principal was uncertain and five (5) respondents were positive and six (6) respondents were negative. In the third category there was no respondent that was uncertain. One) 1) respondent was positive about alternative ways of corporal punishment, and four (4) respondents were negative.

In the fourth category there was no respondent that was uncertain about alternative ways of corporal punishment. Six (6) respondents were positive and three (3) respondents were negative. In the fifth category two (2) respondents were uncertain, nineteen (19) were positive and (14) were negative about alternative ways of corporal punishment. As the study was voluntary, it seems that educators were keener to participate in the study than any other category.

Table 16: Frequency distribution table of the school location of the respondents' attitudes towards alternative means of punishment

The school is situated in	Attitude			
	Uncertain	Positive	Negative	Total
Semi- Urban area	2	14	12	28
Rural area	1	17	16	34
Total	3	31	28	62

The sampled respondents were divided into two categories namely: semi-urban area and rural area. In the first category two (2) respondents were uncertain about the attitudes. Fourteen (14) respondents were positive and twelve (12) were negative about alternative ways of corporal punishment. In the second category one (1) respondent was uncertain and seventeen (17) respondents were positive about alternative ways of

corporal punishment. Sixteen (16) respondents were negative about alternative ways of corporal punishment. As the study was voluntary, it seems that participants from rural area were keener to participate in the study than participants from semi-urban area.

4.4 Summary

This chapter discussed the analysis of the data in evaluating alternative ways to corporal punishment. Statistical information of the respondents were presented, such as age, gender, level of education, years of experience, classification of the school, post level, where the school is located and educator's attitudes.

CHAPTER 5: Conclusion, recommendations and limitations of the study

5.1 Introduction

The purpose of this chapter is to present a discussion of the findings of the research and recommendations of the implications of the results of the research. The alternative ways to corporal punishment were evaluated.

5.2 Summary of the research findings

5.2.1 Findings with regard to aim number one

To establish educators' attitudes towards corporal punishment

The results show that 82, 3% female respondents have a positive attitude about alternative ways of corporal punishment. Only 17, 7% male respondents have negative attitudes about alternative ways of corporal punishment. Even though some schools do not have many alternatives in place, they do not use corporal punishment any more. Most educators detain or suspend learners. Other learners enjoy being suspended at school, but unfortunately they lose out. When an educator detains a learner, the educator suffers because he has to supervise that learner. Educators are complaining that some of these alternatives are not working for them.

The respondents with B Ed degree, 58, and 4% had a positive attitude about corporal punishment. About 58.4% of the respondents with SPTD were positive about alternative ways of corporal punishment. About 35.5% of the respondents between the ages of 8-

15years of age, and 32.3% of the respondents between the ages of 16-21 were also positive about alternative ways of corporal punishment. The respondents from primary schools were positive about alternative ways of corporal punishment, 77.4% were from primary schools and 17.7% were from secondary schools. Classification according to post level, 56.5% educators were positive about alternative ways of corporal punishment. The respondents from semi- urban area were 45.2% and 54.8% were respondents from rural area.

5.2.2 Findings with regard to aim number two

To determine the variables that has an influence on the educators' attitudes towards corporal punishment.

The sampled respondents were divided into four age categories: namely 21-30; 31-40; 41-50; and 51-60. There were only three respondents in the first category. Only 4, 8% of the respondents participated. In the second category there were thirty (30) respondents. About 48.4% of the respondents participated. They were the majority of the respondents. In the third category of between 41-50 years of age, 40.3 % of the respondents participated. Twenty five (25) of the respondents participated. In the fourth category of between 51-60 years of age, 6.5% of the respondents participated. Four (4) respondents were between 51-60 years of age.

The results show that different age groups have an influence on educators' attitudes towards corporal punishment. Young educators are not in favour of corporal punishment, but in the study respondents between 21-30 years of age only 4.8%

participated. Older educators are in favour of corporal punishment since they are of the opinion that there is no alternative on it, but in the study respondents between 51-60 years of age only 6, 5% were in favour of alternative ways of corporal punishment.

5.2.3 Findings with regard to aim number three

To establish whether the Department of education is monitoring the complete ban of corporal punishment

The Department of Education is monitoring the complete ban of corporal punishment. Cases are reported to District offices and South African Council of Educators. When SACE gets hold of that information, they conduct a thorough investigation. Educators who punish learners are expelled or suspended.

5.2.4 Findings with regard to aim number four

To determine whether alternative methods are effectively implemented in all schools

The male educators were under represented in this study. Only 17% of the males participated in the study and 83% of the females were participated. The majority of the respondents were educators from primary schools.

5.3 Limitations of the study

Although this study has achieved its objectives, several limitations exist with regard to the sample, instrument and terminology used.

- a) One of the limitations of the study is that in the sample the male respondents were under represented. This made it difficult to generalize the findings of the study to the general population. The results are only generalizable and transferable to the population of educators at UThungulu and the surroundings.
- b) Not all of the educators participated in the study. Some did not complete the questionnaire and reported that they did not have time to answer the questionnaire.
- c) The terminology posed problems to some of the educators.

5.4 Recommendations for future research

The study has succeeded in achieving its objectives and has opened the following areas for future research.

- a) The study investigated Black educators' attitudes towards alternative ways to corporal punishment. Few high school respondents participated in the study. More high school respondents with more male respondents should participate in the study because very few male respondents participated in this study.
- b) It will be very interesting to study learners' attitudes towards the alternative ways to corporal punishment.
- c) There is a need to investigate how former Model C schools and private schools discipline learners. The methods they are using may be of good use to other schools.
- d) Parent awareness. The schools and the community should empower the parents on how to discipline children. A good relationship between parents and children will

enable them to have a stable parent- child relationship. Talking to a child and informing him or her about the rules that need to be followed at home will most likely reduce friction at home.

- e) The Department of education should provide a document on alternative ways to corporal punishment to all schools to enable them to choose which alternative measures towards punishing learners will be suitable for them. Further research should be conducted in each school to establish which alternative ways are being used by the particular school. District officials should conduct workshops at all the schools on the alternative methods to corporal punishment.

5.5 Value of the study

It is envisaged that the study will provide information on the attitudes of educators towards corporal punishment in the UThungulu District. It will also contribute more knowledge to the field of alternatives to corporal punishment and help to understand attitudes towards corporal punishment.

5.6 CONCLUSION

Educators in their entirety have to reconcile themselves with the values of human dignity which outlaw corporal punishment in the newly emerged South Africa.

Based on the findings of this study, it is applauded or rather commended that most educators have positive attitudes on the alternative ways of corporal punishment. However, as it was mentioned in the previous chapter, it is worrying that there are some

educators who hold negative attitudes towards the alternative ways of corporal punishment. Younger educators, given their positioning in relation to the new critical consciousness, seem to hold positive attitudes towards alternative ways of corporal punishment, while older educators still believe that corporal punishment should still be used in schools. There is, therefore, a need to reconcile the conflict between the autocratic hierarchical mode and the critical democratic mode of social organization as they relate to educational management attendant to which is the issue of disciplining learners in the event of them misbehaving in the school.

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APPENDIX 1

Participant Informed Consent

Dear Educator

Questionnaire: Exploring attitudes of black educators towards corporal punishment and alternative methods of punishment in UThungulu District. At present I am engaged in a research project towards my M Ed (Educational Psychology) Degree at the University of Zululand under the guidance of Professor D.R. Nzima. The research is concerned with Exploring attitudes of black educators towards corporal punishment and alternative methods of punishment in UThungulu District KwaZulu-Natal, South Africa.

I have taken the liberty of writing to you, as one of the selected respondents, in order to seek your assistance in acquiring information about your experiences relating to the research.

CONFIDENTIALITY

All the information will be regarded as CONFIDENTIAL, and no personal details of any educator will be mentioned in the findings, nor will any of the results be related to any particular educator or school.

We deeply appreciate your co- operation.

Yours faithfully

C.C.W.Khanyile

APPENDIX 2: Questionnaire

Instructions to the educator

1. Please read through each statement carefully before giving your opinion.
2. Make sure that you answer all the questions.
3. Please do not discuss the answers with anyone.
4. Please return the questionnaire after completion.

Please answer all the questions by supplying the correct answer by making a cross (X) in the appropriate block.

Exploring attitudes of black educators towards corporal punishment and alternative methods of punishment in UThungulu District.

SECTION ONE: BIOGRAPHICAL information

1.1 Gender of respondent:

Male

Female

1.2 Age of respondent:

21-30

31-40

41-50

51-60

1.3 Qualification (s) of respondent

Academic qualification (s) (e.g. B.A., B.A. Hons, B Ed, M Ed, etc) -----

Professional qualification (s) (e.g. HDE, FDE, etc) -----

Other ----- (please specify

1.4 Total number of years in the teaching profession

1-7

8-15

16-21

22-30

1.5 Classification of respondent's school (e.g. Primary, Secondary etc) -----

- Post level
- Principal
- Deputy Principal
- HOD
- Educator

1.6 The school is situated in:

- Urban area
- Semi -urban
- Rural are

SECTION B

Please indicate your opinion, by marking the appropriate space with an X. Key:
 SD= Strongly Disagree D= Disagree U= Uncertain A= Agree SA=
 Strongly Agree

RESPONSES	SD	D	U	A	SA
1. Corporal punishment can bring educators into conflict with parents and pupils					
2. It is safer for educators to use other alternative ways such as detention, suspension to corporal punishment.					
3. Since corporal punishment has not eliminated school discipline problems, society should abolish it.					
4. Corporal punishment is administered to children who are usually too young and too small to defend themselves.					
5. Beating a learner could have psychological					

effects later on.					
6. Corporal punishment leads to a number of drop outs					
7. Physical punishment should not be allowed in the schools.					
8. Corporal punishment is just and necessary.					
9. If a learner acts naughty he needs understanding rather than punishment.					
10. Corporal punishment seems to have proven an effective deterrent to school discipline problems					
11. Discipline in schools should be stricter.					
12. Corporal punishment increases vandalism and stimulates violence, aggression, bullying, crime and delinquency.					
13. Learners should be expected to obey school rules without being given reasons for them.					
14. Corporal punishment is absolutely never justified.					
15. Scaring a learner, now and then, by promising a whipping doesn't hurt him/her in any way.					
16. When educators punish learners by physical means, they teach them that "might make right."					

17. Since educators act “in loco parentis” (in place of parents) they should be permitted to physically punish a learner.					
18. Physical punishment has never been effective in preventing discipline problems.					
19. Corporal punishment has been abolished in S.A.					
20. Corporal punishment has no place in society.					
21. Corporal punishment violates learner’s constitutional rights.					
22. Giving a learner extra work as punishment may discipline as well as help the pupil academically.					
23. Educators should be trained on alternative discipline measures.					
24. Corporal punishment has even caused the deaths of a number of learners in S.A.					
25. Corporal punishment can lead to depression, withdrawal, sleep disturbances, learning problems and delinquency.					
26. Corporal punishment may lead to some learners carrying weapons in schools.					
27. Physically punished learners often have problems in life.					
28. Many prisoners were beaten in school.					
29. Withdrawal of treats, detention, performing useful tasks and extra homework are a better form of discipline than corporal punishment.					

30. Corporal punishment is inhumane, has negative influence on learning, and serves no educational purpose.					
--	--	--	--	--	--

THANK YOU FOR YOUR COOPERATION:

APPENDIX 3: PERMISSION LETTER TO UTHUNGULU DISTRICT

Cluster Box 207
Crestholme
3655

District Manager
UThungulu District
Private Bag x 20104
Empangeni
3880

Dear Sir

At present I am engaged in a research project towards my M Ed (Educational Psychology) Degree at the University of Zululand under the guidance of Professor D.R. Nzima. The research is concerned with Exploring attitudes of black educators towards corporal punishment and alternative methods of punishment in UThungulu District.

A questionnaire was developed which I will need to administer to the educators in primary, secondary and high schools. All the information will be dealt with in the strictest confidence and anonymity is assured.

I am requesting your permission to administer the questionnaire to schools in the UThungulu District.

Yours faithfully

Mrs. C.C.W.Khanyile

APPENDIX 4: PERMISSION LETTER TO PRINCIPALS OF SCHOOLS

Cluster Box 207

Crestholme

3655

The Principal

Dear Sir/Madam

At present I am engaged in a research project towards my M Ed (Educational Psychology) Degree at the University of Zululand under the guidance of Professor D.R. Nzima. The research is concerned with Exploring attitudes of black educators towards corporal punishment and alternative methods of punishment in UThungulu District.

A questionnaire was developed which I will need to administer to the educators in primary, secondary and high schools. All the information will be dealt with in the strictest confidence and anonymity is assured.

I am requesting your permission to administer the questionnaire at your school.

Yours faithfully

Mrs. C.C.W. Khanyile

APPENDIX 5: PERMISSION LETTER TO THE PROVINCIAL DEPARTMENT

Cluster Box 207
Crestholme
3655

The Head of Department
Department of Basic Education
PIETERMARITZBURG

Dear Sir

At present I am engaged in a research project towards my M Ed (Educational Psychology) Degree at the University of Zululand under the guidance of Professor D.R. Nzima. The research is concerned with Exploring attitudes of black educators towards corporal punishment and alternative methods of punishment in UThungulu District.

A questionnaire was developed which I will need to administer to the educators in primary, secondary and high schools. All the information will be dealt with in the strictest confidence and anonymity is assured.

I am requesting your permission to administer the questionnaire at your circuit.

Yours faithfully

Mrs. C.C.W. Khanyile

APPENDIX 6

LIST OF TABLES

Table 1: Frequency distribution table of male and female respondents' attitudes towards alternative means of punishment

Gender	Number	Percentage
Male	11	17.7%
Female	51	82.3%
Total	N=62	100%

Table 2: Frequency distribution table of respondents' age about attitudes towards alternative means of punishment

AGE

AGE	NUMBER	PERCENTAGE
21-30	3	4.8%
31-40	30	48.4%
41-50	25	40.3%
51-60	4	6.5%
TOTAL	N=62	100%

Table 3: Frequency distribution table of academic qualification of respondents' attitudes towards alternative means of punishment

QUALIFICATION	NUMBER	PERCENTAGE
B.A	15	24.2
B.A. HONS	4	6.5%
B. Ed	34	54.8%
M Ed	3	4.8%
NONE	6	9.7%
TOTAL	62	100%

Table 4: Frequency distribution table of Professional Qualification of respondents' attitudes towards alternative means of punishment

Professional Level

Professional Qualification	Number	Percentage
HDE	5	8.1%
FDE	7	11.3%
ABET	2	3.2%
SPTD	30	48.4%
ACE	13	21.0%
JPTD	2	3.2%
NONE	3	4.8%
TOTAL	N=60	100%

Table 5: Frequency distribution table of teaching experience of respondents' attitudes towards alternative means of punishment

YEARS OF EXPERIENCE

YEARS OF EXPERIENCE	NUMBER	PERCENTAGE
1-7	13	21%
8-15	22	35.5%
16-21	20	32.3%
22-30	7	11.3%
TOTAL	62	100%

Table 6: Frequency distribution table of classification of the school of the respondents' attitudes towards alternative means of punishment

SCHOOL	NUMBER	PERCENTAGE
No response	3	4.8%
Primary	48	77.4%
Secondary	11	17.7%
Total	62	100%

Table 7: Frequency distribution table of the post level of respondents' attitudes towards alternative means of punishment

POST LEVEL	NUMBER	PERCENTAGE
No response	1	1.6%
Principal	12	19.4%
Deputy Principal	5	8.1%
HOD	9	14.5%
Educator	35	56.5%
Total	62	100%

Table 8: Frequency distribution table of the area where the school is situated the respondents' attitudes towards alternative means of punishment.

Type of School	Number	Percentage
Semi urban	28	45.2%
Rural Area	34	54.8%
Total	62	100%

Table 9: Frequency distribution table of respondents' attitudes towards alternative means of punishment

Attitude

Attitude	Number	Percentage
Uncertain	3	4.8%
Positive	31	50%
Negative	28	45.2%
Total	62	100%

Table 10: Frequency distribution table of female and male respondents' attitudes towards alternative means of punishment

Gender of respondent	Attitude			
	Uncertain	Positive	Negative	Total
Male	1	7	3	11
Female	2	24	25	51
Total	3	31	28	62

Table 11: Frequency distribution table of academic qualification of respondents' attitudes towards alternative means of punishment

Age	Attitude			
	Uncertain	Positive	Negative	Total
B.A	1	6	8	15
B.A Hons	0	3	1	4
B Ed	1	15	16	34
M Ed	1	1	1	3
None	0	5	1	6
Total	3	31	28	62

Table 12: Frequency distribution table of professional qualification of respondent's attitudes towards alternative means of punishment

Professional Qualification	Attitude			
	Uncertain	Positive	Negative	Total
HDE	0	1	4	5
FDE	1	3	3	7
ABET	0	1	1	2
SPTD	0	0	2	2
ACE	0	5	8	13
NONE	1	1	1	3
TOTAL	3	31	28	62

Table 13: Frequency distribution table of the total number of years in the teaching profession of the respondents' attitudes towards alternative means of punishment

Total number of years in the teaching profession	Attitude			
	Uncertain	Positive	Negative	Total
1-7	1	5	7	13
8-15	1	10	11	22
16-21	1	13	6	20
22-30	0	3	4	7
Total	3	31	28	62

Table 14: Frequency distribution table the classification of schools respondent's attitudes towards alternative means of corporal punishment

Classification of respondent's school	Attitude			
	Uncertain	Positive	Negative	Total
No respondent	1	2	0	3
Primary	0	24	24	46
Secondary	2	5	4	11
Total	3	31	28	62

Table 15: Frequency distribution table of the post level of the respondents' attitudes towards corporal punishment

Post level	Attitude			
	Uncertain	Positive	Negative	Total
No responded	0	0	1	1
Principal	1	5	6	12
Deputy Principal	0	1	4	5
HOD	0	6	3	9
Educator	2	19	14	35
Total	3	31	28	62

Table 16: Frequency distribution table of the school location of the respondents' attitudes towards alternative means of punishment

The school is situated in	Attitude			
	Uncertain	Positive	Negative	Total
Semi- Urban area	2	14	12	28
Rural area	1	17	16	34
Total	3	31	28	62

APPENDIX 7: ORIGINALITY DECLARATION

APPENDIX 7

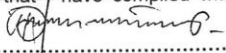
ORIGINALITY DECLARATION (RESEARCH PAPERS, MINI-DISSERTATIONS, DISSERTATIONS AND THESES)

ORIGINALITY DECLARATION

Full Names and Surname	Mrs Celiwe Cheryl Wendy Khanyile
Student Number	19850157
Title of Dissertation/Thesis	Exploring the Attitudes of Black Educators towards Alternative Ways of Corporal Punishment

I acknowledge that I have read and understood the University's policies and rules applicable to postgraduate research, and I certify that I have, to the best of my knowledge and belief, complied with their requirements.

~~In particular, I confirm that I had obtained an ethical clearance certificate for my research (Certificate Number UZREC.....) and that I have complied with the conditions set out in that certificate.~~ N/A – PRE-2013 RESEARCH

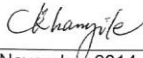

 Signature Date 03/11/2014
 Research Integrity Officer

I further certify that this research paper/mini-dissertation/dissertation/thesis is original, and that the material has not been published elsewhere, or submitted, either in whole or in part, for a degree at this or any other university, except as follows:

..... (Where part of the work has been published elsewhere, or where the work is a continuation or progression of research that was submitted for another degree, e.g. an Honours project or a Master's dissertation this must be stated clearly, the name of the work must be provided, and an explanation must be given regarding the extent of the current work's originality.)

I declare that this research paper/mini-dissertation/dissertation/thesis (~~delete that which is not applicable~~) is, safe for the supervisory guidance received, the product of my own work and effort. I have, to the best of my knowledge and belief, complied with the University's Plagiarism Policy and acknowledged all sources of information in line with normal academic conventions.

I have/have not subjected the document to the University's text-matching and/or similarity-checking procedures. (One could indicate that this process applied only to some chapters or that it occurred during the course of the research and not in respect of the final product.)

Candidate's Signature	
Date	3 November 2014

APPENDIX 8: EDITOR'S LETTER

APPENDIX 8



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ACADEMIC / PROFESIONAL EDUCATION CONSULTANCY & EDITORIAL SERVICES

Director: S.M. Ramson

ANNOTATED CV of S.M. Ramson:

Currently completing his Doctorate in Education, S.M. Ramson holds the following qualifications: Master of Arts (MA), BA Honours (Psych), University Higher Diploma in Education (UHDE), BA, OBE Assessor Training Certificate, MS Office Certificate, Bhakti Sastri Degree (Honours in Philosophy).

Experience: Lecturer at UKZN having taught: B.Ed Honours, NPDE, PGCE, Arts & Culture, TP supervision. Undergraduate B.Ed - History, Philosophy of Education, Curriculum and Sociology of Education, Education Policy. Lecturing Assistant in Masters Cohort and first year Doctoral cohort.

Editorial Services / advisory services of Undergraduate, Honours, Masters & Doctoral students' theses work

Research project work.

- European Union Early Childhood Development Project with University of Pretoria and UKZN Edgewood. Research assistant, Resource developer, Multi-media developer & coordinator, Editor of researchers' presentations.
- United Nations Organization African Women in Leadership Project with KUWA Ajuba Foundation and UKZN. Researcher, Editor and co-author of report
- Reviewer of Project Proposals for UTLO Education Grants
- Nelson Mandela Rural Schools Research Project –researcher / report compilation and Editor

•Community Education Forum Project – CEPD – fieldworker / report compilation and Editor

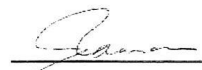
•UKZN Research Project – Social Giving in South Africa - fieldworker / report compilation and Editor

Developing course content and coordinating of modules

Student supervision

Specialization in the fields of Curriculum design & development / Design & Development of Higher Education Assessment Practices, and evaluation

Specialist in student development in the following: language and literacy skills, presentation skills, research skills, report writing, oral presentations, computer-aided and other multimedia presentations, facilitation skills, peer review and assessments; interpersonal skills, skills development



S.M. Ramson

